

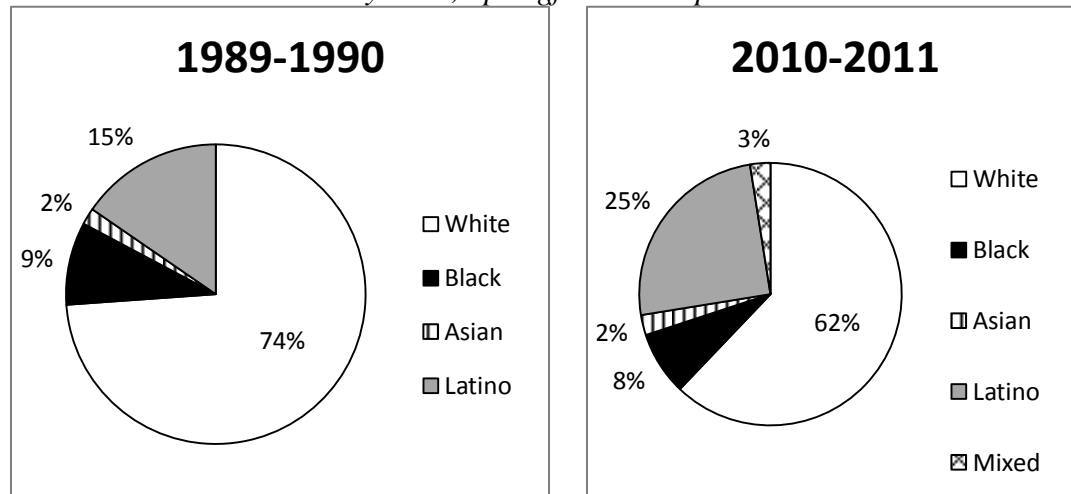
Springfield Metropolitan Area¹

Enrollment

- The share of white students enrolled in Springfield’s public schools has declined by 16% from 73.8% in 1989-1990 to 62% in 2010-2011.
- The overall share of black student enrollment has remained fairly consistent around 8-9%.
- The Asian share of enrollment has also remained stable around 2%.
- The Latino share of enrollment has increased by 62.3% from 15.4% in 1989-1990 to 25% in 2010-2011.

Figure 1

Public School Enrollment by Race, Springfield Metropolitan Area



Note: American Indian is less than 1% of total enrollment. Total CBSA enrollment in 1989 was 83,499. In 2010, total enrollment was 98,994.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

¹ From this point forward, we use “Springfield” to refer to the Springfield metropolitan area. In this report our data includes only the districts in this metropolitan area that are located in the Commonwealth of Massachusetts. The 1999 MSA boundaries included Franklin County, Hampden County, and Hampshire County.

- There has been an overall increase in Springfield’s enrollment from 1989-1990 to 2010-2011.
- Enrollment in urban, suburban, and other schools increased from 1989-1990 to 2010-2011.
- Enrollment in suburban schools has been consistently higher than enrollment in urban and other schools.

Table 1

Enrollment in Urban, Suburban, and Other Schools, Springfield Metropolitan Area

	Total Enrollment	Urban Schools	Suburban Schools	Other Schools
Springfield Metro				
1989-1990	62,102	16,395	34,514	11,193
1999-2000	95,442	24,392	45,867	25,183
2010-2011	98,994	25,795	47,937	25,262

Note: Urban schools refer to those inside an urbanized area and a principal city. Suburban schools refer to those inside an urbanized area but outside a principal city. Other schools refer to those in a town or rural area. Data comprises schools open 1989-2010, 1989-1999-2010, 1999-2010, and only 2010. We apply 2010 boundary codes to all years.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- The share of white enrollment in both urban and suburban schools in Springfield has decreased since 1989-1990.
- The share of black enrollment increased in suburban schools. In urban schools, the share of black enrollment increased from 1989-1990 to 1999-2000 but then decreased from 1999-2000 to 2010-2011.
- Asian enrollment remained relatively stable in urban schools with a slight decrease from 1989-1990 to 1999-2000 and increased in suburban schools.
- Latino enrollment increased in both urban and suburban schools.
- The black and Asian shares of enrollment in suburban schools increased slightly, while the Latino share of suburban enrollment more than doubled.
- In 2010-2011, Latino students comprised the majority of enrollment in urban schools and white students comprised the majority of enrollment in suburban schools.

Table 2

Public School Enrollment by Race in Urban and Suburban Schools, Springfield Metropolitan Area

	Urban Schools					Suburban Schools				
	White	Black	Asian	Latino	Other	White	Black	Asian	Latino	Other
Springfield Metro										
1989-1990	39.0%	27.9%	2.3%	30.7%	0.0%	88.3%	1.8%	1.6%	8.3%	0.1%
1999-2000	26.7%	30.0%	2.2%	40.9%	0.2%	84.7%	2.1%	1.6%	11.4%	0.2%
2010-2011	15.2%	23.0%	2.2%	55.7%	3.9%	74.5%	2.6%	2.6%	18.6%	1.7%

Note: Urban schools refer to those inside an urbanized area and a principal city. Suburban schools refer to those inside an urbanized area but outside a principal city. Other includes American Indian students and students who identify with two or more races. Data comprises schools open 1989-2010, 1989-1999-2010, 1999-2010, and only 2010. We apply 2010 boundary codes to all years.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

Concentration

- The percentage of multiracial schools in Springfield—those with at least one-tenth of the students who represent at least three racial groups—has decreased over the last two decades; however, the percentage of minority schools in Springfield has increased over the same time period.
- Majority minority schools—those with 50-100% of the student enrollment comprised of minority students—have increased from 22.2% in 1989-1990 to 27.4% in 2010-2011.
- In 2010-2011, 9.1% of schools in Springfield were intensely segregated—with 90-100% minority students—which is more than quadruple the proportion of such schools only 10 years earlier. This extreme isolation did not even exist in Springfield’s schools in 1989-1990 but now accounts for almost one-tenth of the area’s schools.

Table 3

Multiracial and Minority Segregated Schools, Springfield Metropolitan Area

	Total Schools	% of Multiracial Schools	% of 50-100% Minority Schools	% of 90-100% Minority Schools	% of 99-100% Minority Schools
Springfield Metro					
1989-1990	189	19.6%	22.2%	NS	NS
1999-2000	226	19.5%	25.7%	2.2%	NS
2010-2011	219	15.5%	27.4%	9.1%	NS

Note: NS = No Schools. Minority school represents black, Latino, American Indian, and Asian students. Multiracial schools are those with any three races representing 10% or more of the total student enrollment.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- In 2010-2011, there was a larger share of low-income students in all types of schools than there was only 10 years earlier in 1999-2000.
- A larger share of students in minority schools were low-income than those in multiracial schools.
- As the level of racial isolation increases, so too does the level of low-income students in the school.
- This data demonstrates that students in racially isolated schools are also far more likely to attend schools with higher percentages of low-income students, which results in schools that are segregating students not only by race but also by class.

Table 4
Students Who Are Low-Income in Multiracial and Minority Segregated Schools, Springfield Metropolitan Area

	Overall % Low- Income in Metro	% Low- Income in Multiracial Schools	% Low- Income in 50-100% Minority Schools	% Low- Income in 90-100% Minority Schools	% Low- Income in 99-100% Minority Schools
Springfield Metro					
1999-2000	36.2%	67.3%	69.9%	75.2%	NS
2010-2011	46.6%	73.8%	81.1%	89.9%	NS

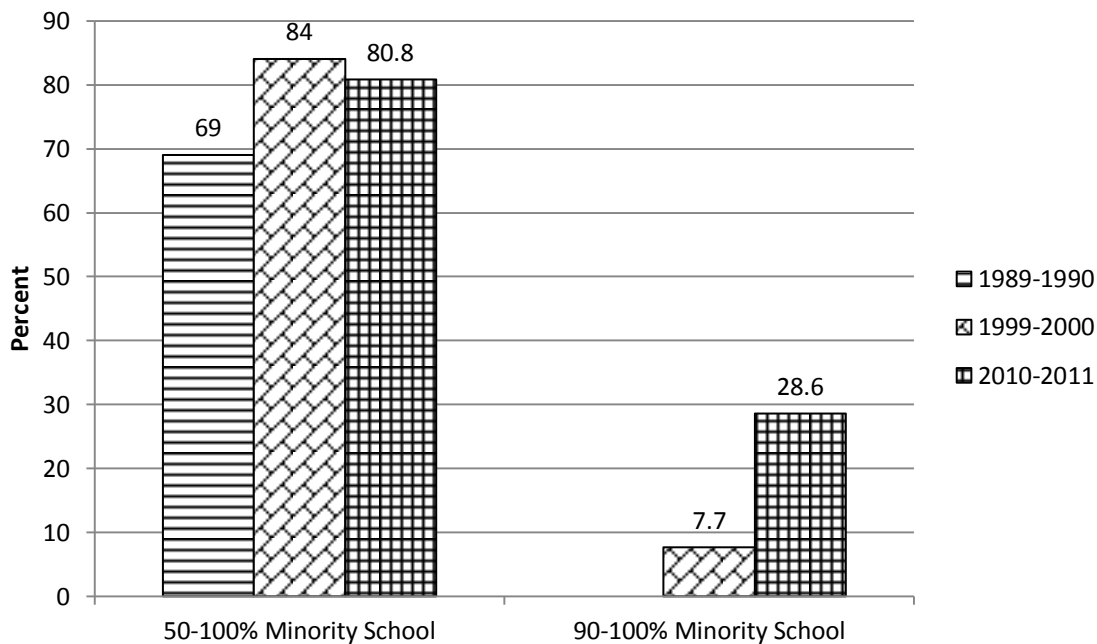
Note: NS = No Schools. Minority school represents black, Latino, American Indian, and Asian students. Multiracial schools are those with any three races representing 10% or more of the total student enrollment.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- The share of black students who were enrolled in minority schools has increased.
- In majority minority schools, the share of black students increased from 1989-1990 to 1999-2000 and then decreased slightly from 1999-2000 to 2010-2011.
- The share of black students in intensely segregated schools increased by 271.4%, from 7.7% in 1999-2000 to 28.6% in 2010-2011.
- This data suggests that while the overall share of black students who are enrolled in majority minority schools may have leveled off in the last decade, a larger share of these students are in intensely segregated schools than they were only a decade ago.

Figure 2

Black Students in Minority Segregated Schools, Springfield Metropolitan Area

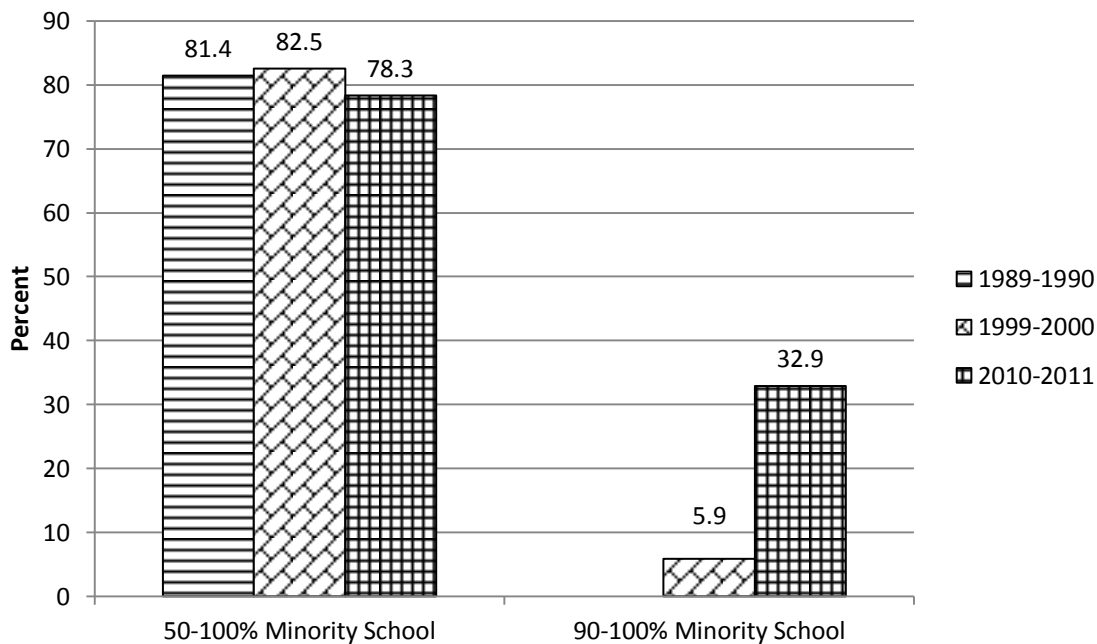


Note: Minority school represents black, Latino, American Indian, and Asian students..

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- The share of Latino students who were enrolled in minority schools has increased.
- In majority minority schools, the share of Latino students increased from 1989-1990 to 1999-2000 and then decreased slightly from 1999-2000 to 2010-2011.
- The share of Latino students in intensely segregated schools increased by 457.6%, from 5.9% in 1999-2000 to 32.9% in 2010-2011.
- This data suggests that while the overall share of Latino students who are enrolled in majority minority schools may have leveled off in the last decade, a larger share of these students are in intensely segregated schools than they were only a decade ago.

Figure 3
Latino Students in Minority Segregated Schools, Springfield Metropolitan Area

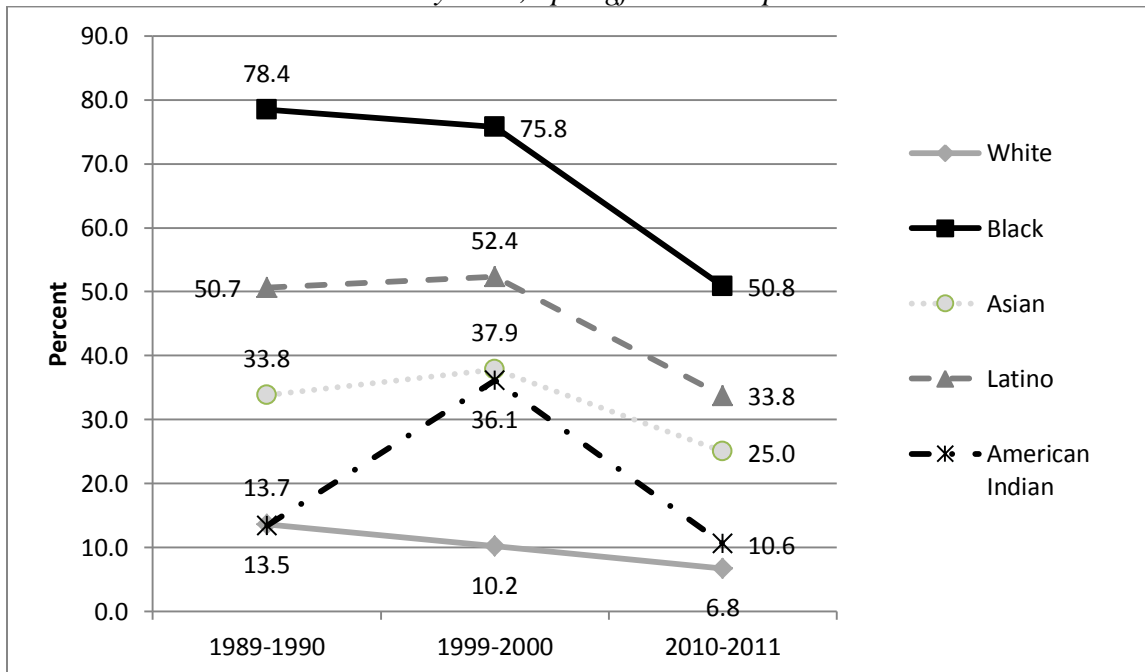


Note: Minority school represents black, Latino, American Indian, and Asian students.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- Since 1989-1990, multiracial schools in Springfield—those that have any three races representing at least one-tenth of the total student enrollment—have drawn larger shares of black, Asian, and Latino students than white students.
- For each racial group, the share of students enrolled in multiracial schools has decreased from 1989-1990 to 2010-2011. Although there were some increases in 1999-2000 (Latino, Asian, and American Indian), the general trend shows decreasing enrollment of all racial groups in multiracial schools, which is consistent with the findings in Table 3 that show an overall decrease in the percentage of schools that are multiracial over the last two decades.
- More than half, and sometimes closer to three-quarters, of all black students attended multiracial schools during the last two decades.

Figure 4
Students in Multiracial Schools by Race, Springfield Metropolitan Area

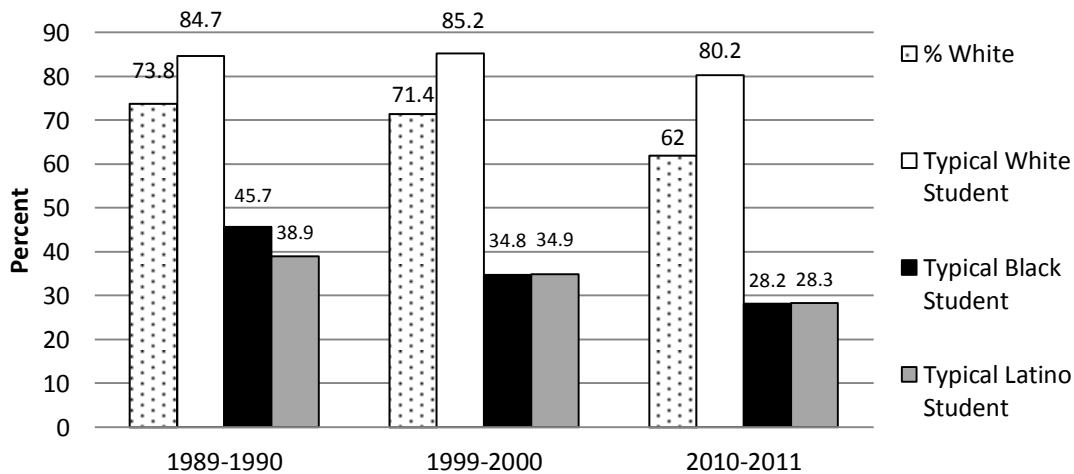


Note: Multiracial schools are those with any three races representing 10% or more of the total student enrollment.
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

Exposure

- White students continue to attend schools where their classmates are overwhelmingly white.
- White students are disproportionately exposed to other white students, and the gap has widened instead of narrowed during the time when white students have declined as an overall share of the enrollment.
- In 1989-1990, the typical black student in Springfield attended a school that was 45.7% white, but in 2010-2011 the typical black student’s school was only 28.2% white.
- In 1989-1990, the typical Latino student attended a school that was 38.9% white, but in 2010-2011 the typical Latino student attended a school that was only 28.3% white.

Figure 5
White Students in School Attended by Typical Student of Each Race, Springfield Metropolitan Area

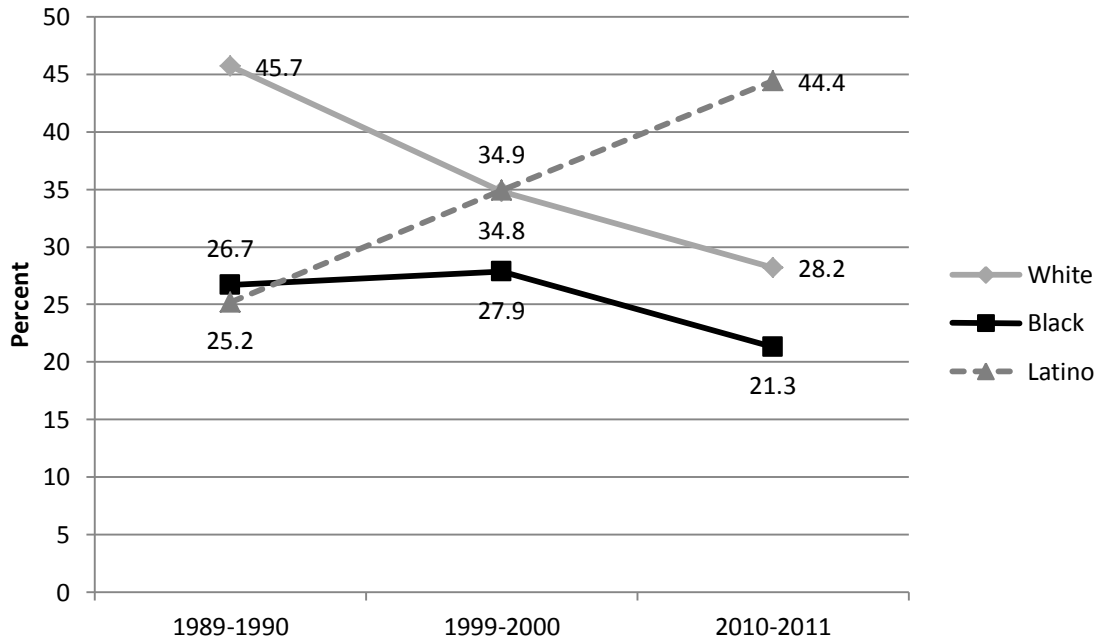


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- The typical black student now attends a school in which there are fewer black and white students but almost double the Latino students than in the past.
- Despite the fact that the overall share of white enrollment in Springfield is 62%, the typical black student now attends a school where only 28.2% of the school is made up of white students.

Figure 6

Racial Composition of School Attended by Typical Black Student, Springfield Metropolitan Area

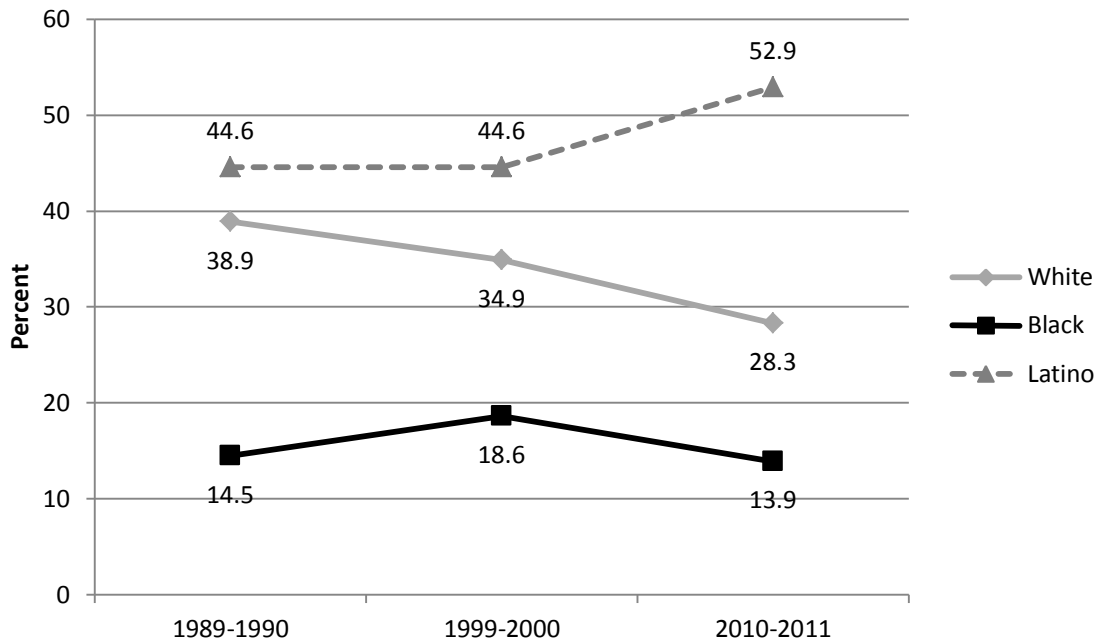


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- The typical Latino student now attends a school where he/she has fewer black and white classmates but more Latino classmates than two decades ago.
- The typical Latino student is exposed to more Latino students than to students of any other race even though the overall share of the Latino enrollment in Springfield is only 25%.

Figure 7

Racial Composition of School Attended by Typical Latino Student, Springfield Metropolitan Area

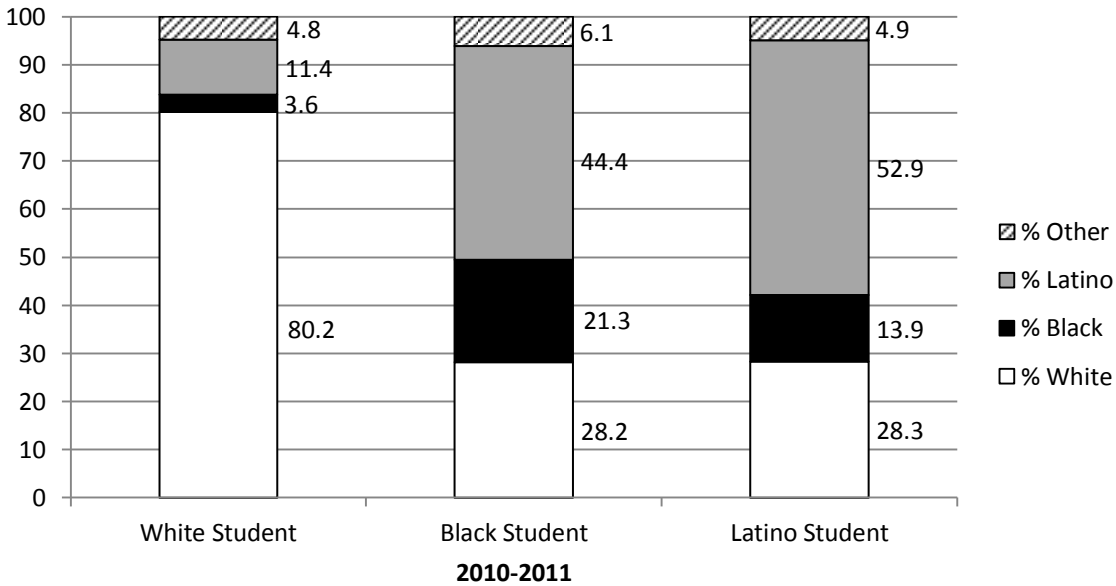


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- White students tend to go to schools that are heavily white with a small proportion of Latino students and a very small share of black students.
- Both black and Latino students tend to go to schools that are largely Latino with smaller shares of black and white students.

Figure 8

Racial Composition of School Attended by Typical Student by Race, Springfield Metropolitan Area



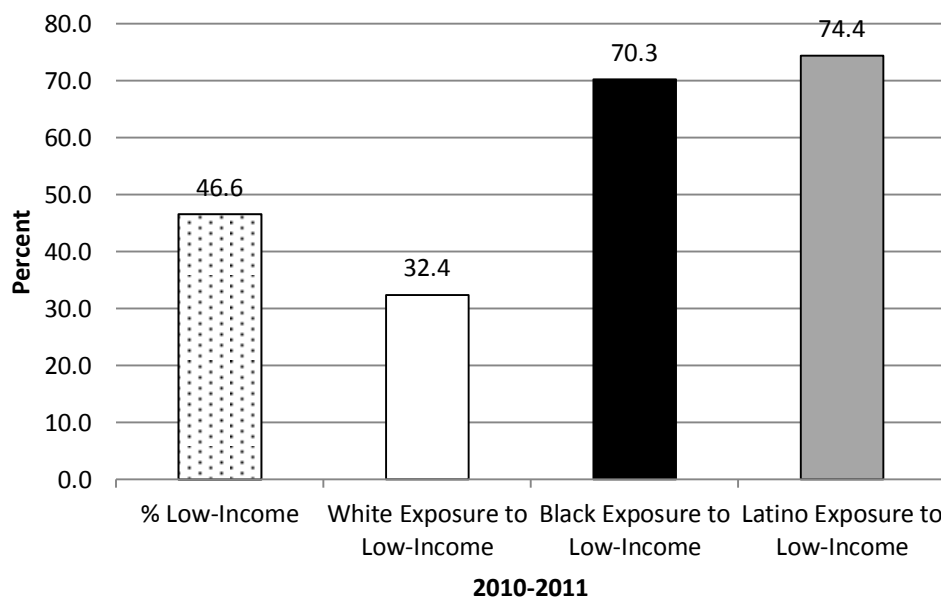
Note: Other includes American Indian students and students identifying with two or more races.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- Despite the fact that 46.6% of public school students in Springfield are low-income, the typical white student goes to a school where only 32.4% of his/her classmates are low-income.
- The typical black student attends a school where 70.3% of his/her classmates are low-income, and the typical Latino student attends a school in which 74.4% of his/her classmates are low-income.
- This data shows the disproportionate distribution of low-income students to schools where black and Latino students are enrolled.

Figure 9

Exposure to Low-Income Students by Race, Springfield Metropolitan Area



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

Evenness

- In 2010-2011, the average school is 34% less diverse than the entire intrastate metropolitan area, indicating a high degree of segregation (or uneven distribution of racial groups throughout the area’s public schools).
- 94% of this unevenness or difference in diversity between the average public school and the entire metro area was due to segregation across district boundaries rather than within districts.
- The level of segregation between different school districts in the Springfield metro has increased slightly from 1989-1990 to 2010-2011.
- During the same time, the level of segregation within districts in the Springfield metro has declined from 1989-1990 to 2010-2011.

Table 5
Entropy Index Values, Overall and Within and Between School Districts, Springfield Metropolitan Area

	H	H Within Districts	H Between Districts
Springfield Metro			
1989-1990	.35	.05	.29
1999-2000	.35	.03	.33
2010-2011	.34	.02	.32

Note: H = Multi-Group Entropy Index or Theil’s H. HW = the degree of un/evenness (H) that is within (W) districts. HB = the degree of un/evenness (H) that is between (B) districts.

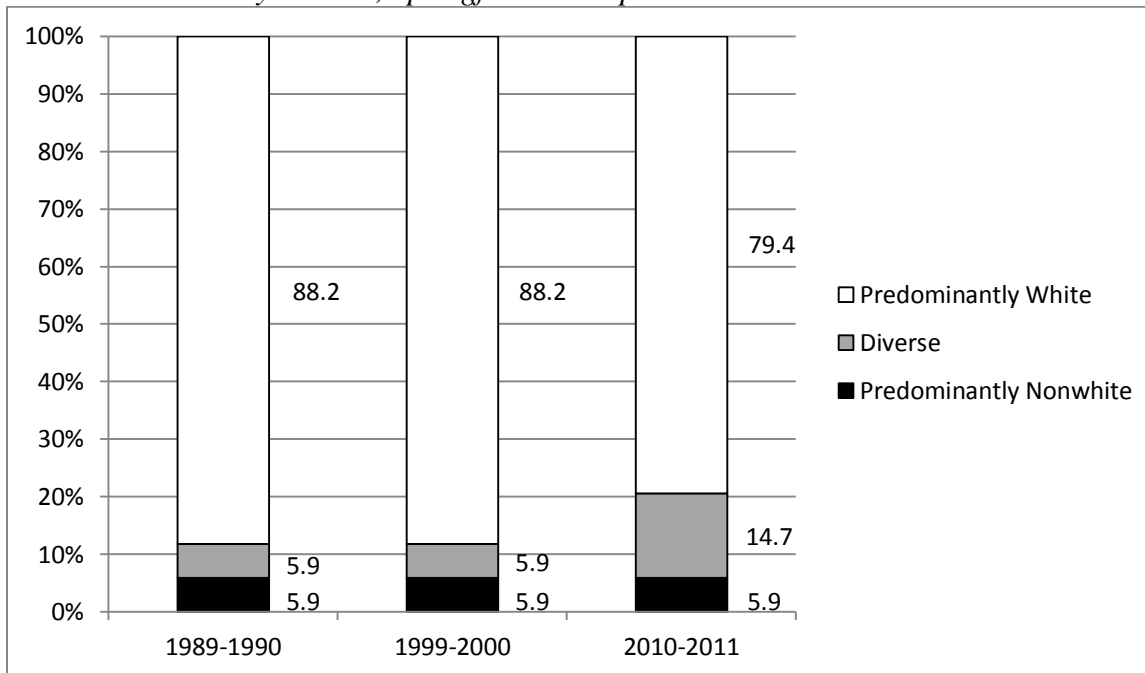
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

Racial Transition in School Districts

- From 1989-1990 to 1999-2000, districts within the metro remained stable, but from 1999-2000 to 2010-2011, district changes created a metro area that had more diverse districts and fewer predominantly white districts.
- Districts that had been predominantly nonwhite in 1989-1990 continued that way during these two decades.

Figure 10

Racial Transition by District, Springfield Metropolitan Area



Note: Diverse districts are those with more than 20% but less than 60% nonwhite students. Predominantly non-white districts are those with 60% or more nonwhite students. Predominantly white districts are those with 80% or more white students. N=34 districts for 1989, 1999 and 2010

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- All 10 of the highest enrolling districts in the Springfield metro had a smaller share of white students enrolled in 2010 than in 1989.
- In 1989, eight of the districts—Chicopee, Westfield, Agawam, West Springfield, Northampton, Longmeadow, Ludlow, and East Longmeadow—were predominantly white; however, by 2010 only five of those districts—Westfield, Agawam, Longmeadow, Ludlow, and East Longmeadow—remained predominantly white and the other three—Chicopee, West Springfield, and Northampton—were diverse.
- Both districts that were predominantly nonwhite in 1989—Springfield and Holyoke—remained that way in 2010.

Table 6

White Proportion and Classification in Metropolitan Area and Top 10 Highest Enrolling Districts, Springfield Metropolitan Area

	White Proportion			Classification		
	1989	1999	2010	1989	1999	2010
Springfield Metro	73.8%	71.4%	62.0%	D	D	D
SPRINGFIELD	38.8%	26.3%	14.4%	PNW	PNW	PNW
HOLYOKE	34.0%	27.4%	19.8%	PNW	PNW	PNW
CHICOPEE	90.1%	80.0%	65.5%	PW	PW	D
WESTFIELD	92.5%	90.2%	86.0%	PW	PW	PW
AGAWAM	98.0%	96.5%	91.6%	PW	PW	PW
WEST SPRINGFIELD	93.2%	87.5%	74.8%	PW	PW	D
NORTHAMPTON	85.6%	80.2%	74.2%	PW	PW	D
LONGMEADOW	92.7%	93.2%	87.7%	PW	PW	PW
LUDLOW	98.8%	96.9%	90.2%	PW	PW	PW
EAST LONGMEADOW	96.6%	96.0%	90.1%	PW	PW	PW

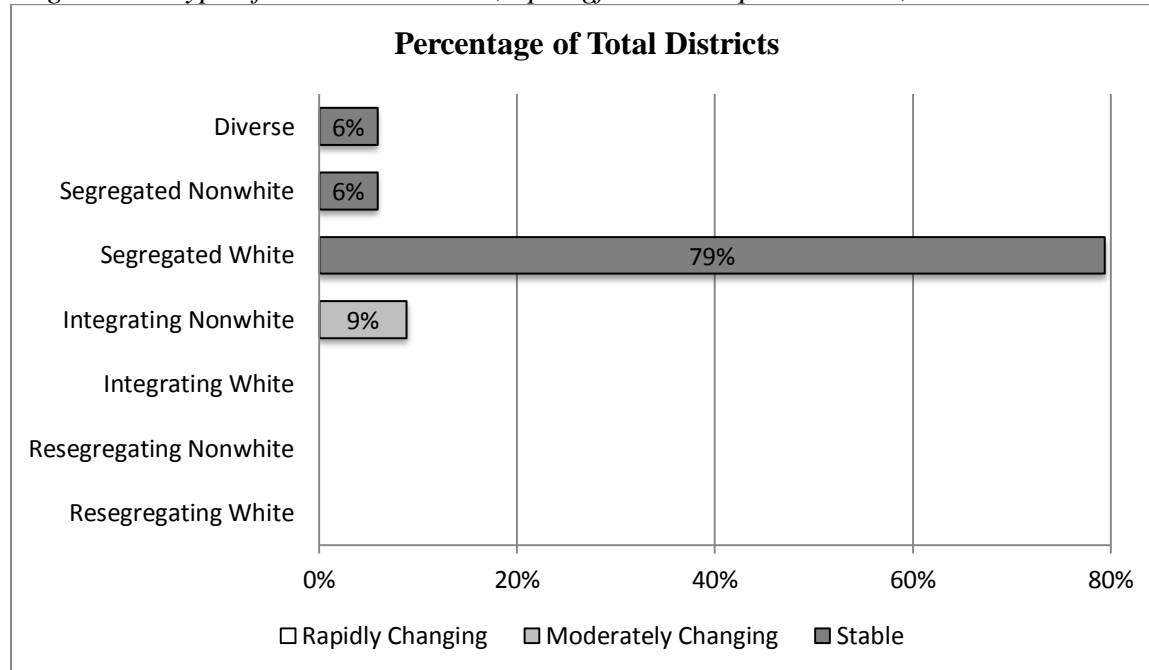
Note: D=Diverse area or districts with more than 20% but less than 60% nonwhite students. PNW=Predominantly non-white area or districts with 60% or more nonwhite students. PW=Predominantly white area or districts with 80% or more white students.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- Over the past decade, 91% of the districts in the Springfield metropolitan area were stable, 9% were moderately changing, and none were rapidly changing.
- Among these districts, 79% were segregated white, 6% were segregated nonwhite, and 6% were diverse; all of the diverse and segregated districts were stable. The remaining 9% of districts were moderately changing and integrating nonwhite

Figure 11

Degree and Type of Racial Transition, Springfield Metropolitan Area, 1999 to 2010



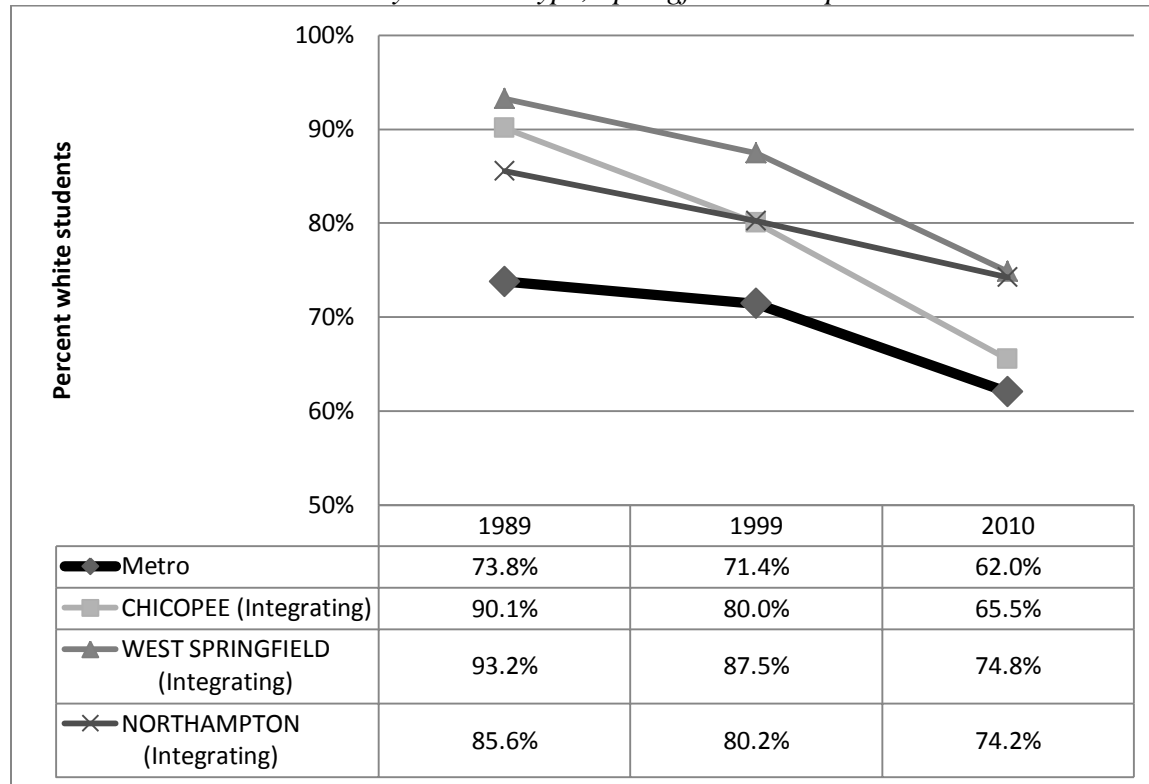
Note: N=34 districts. For the degree of change categories: Rapidly changing districts are those with white % change 3 times greater than metro white % change. Moderately changing districts are those with white student % change 2 times but less than 3 times greater than metro white % change, or those that experienced a white % change less than 2 times the metro white % change but classified as predominantly white, nonwhite or diverse in the earlier time period and classified as a new category in the later period. Stable districts are those that experienced a white % change less than 2 times the metro white % change. For the type of change: Resegregating districts are those classified as predominantly white, nonwhite or diverse in the earlier time period and classified as the other predominantly type in the later period. Integrating districts are those classified as predominantly white or nonwhite in the earlier time period and diverse in the later period. Segregated districts are those classified as predominantly white or nonwhite in both time periods. Diverse districts are those classified as diverse in both periods.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data

- In 1989, all three of the metro area’s moderately transitioning districts had an enrollment of white students that was higher than the metro’s white enrollment as a whole.
- All of these districts were predominantly white in 1989.
- All three of the districts were integrating from 1989 to 2010.
- Of the three districts, Chicopee had the greatest percent change in the white share of enrollment with a decrease of 27.3%.

Figure 12

Moderate Racial Transition by District Type, Springfield Metropolitan Area



Note: Rapidly changing districts are those with white % change 3 times greater than metro white % change. Moderately changing districts are those with white student % change 2 times but less than 3 times greater than metro white % change, or those that experienced a white % change less than 2 times the metro white % change but classified as predominantly white, nonwhite or diverse in the earlier time period and classified as a new category in the later period. Resegregating districts are those classified as predominantly white, nonwhite or diverse in the prior year and classified as the other predominantly type in the latter year. Integrating are districts classified as predominantly white or nonwhite in the prior year and diverse in the latter year. Segregating districts are those classified as predominantly white or nonwhite in both periods but experienced a white % change greater than 2 times the metro white % change.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data